Maryland Report Card

Somerset County
2014 Progress Report

2014 School Progress

	Percent Reading	Proficient Mathematics	Partici p	oation Rate Mathematics	Graduation
All Students	Not Met	Not Met	Met	Met	Not Met
American Indian or Alaska Native	*	*	*	*	na
Asian	Met	Not Met	na	na	na
Black or African American	Not Met	Not Met	Met	Met	Not Met
Hispanic/Latino of any race	Not Met	Not Met	Met	Met	na
Native Hawaiian or Other Pacific Islander	*	*	*	*	na
White	Not Met	Not Met	Met	Met	Not Met
Two or more races	Not Met	Not Met	Met	Met	na
Free/Reduced Meals	Not Met	Not Met	Met	Met	Not Met
Special Education	Not Met	Not Met	Met	Met	na
Limited English Proficient	Not Met	Not Met	na	na	na
	All Students	Attendance	Rate	M	let

	County	County	State	State
Attendance Rate %	2014	2013	2014	2013
Elementary	≥ 95.0	94.5	95.7	95.5
Middle	94.2	93.8	95.4	95.1
High	92.9	91.6	92.7	92.5
Teacher Qualifications				
% of certificates:				
Standard Professional	41.5	40.3	27.2	28.4
Advanced Professional	49.1	50.9	65.5	65.1
Resident Teacher	0.0	0.0	0.7	0.8
Conditional Teacher	0.6	0.0	1.0	0.9
% of classes NOT taught by highly q	ualified te	achers:		
All Quartiles	5.0	2.3	7.6	6.2
Elementary Low Poverty	*	*	3.0	2.4
Elementary High Poverty	0.0	0.0	11.4	6.6
Secondary Low Poverty	*	*	6.0	5.6
Secondary High Poverty	9.5	4.6	15.7	14.0
Cohort Graduation Rate%				
Class of 2013 (4-Year Rate)	•	77.00	•	84.97
Class of 2013 (5-Year Rate)	78.40		87.48	

"na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category.

School Progress

With the new accountability program approved under Maryland's Elementary and Secondary Education Act (ESEA) Flexibility Application in 2012, student achievement on reading and mathematics, and other academic indicators of attendance rate and graduation rate are measured under School Progress. The Annual Measurable Objectives (AMOs) reflect school specific baseline data from 2011 with a target year 2017. In 2013-2014, a select number of students in most schools field-tested the new PARCC Assessments and were not tested on the MSA in that content. Therefore there is not complete data for the State as a whole. Progress is still reported against AMOs for all students statewide, at the LEA level and at the school level in the subject not field-tested. The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, School Progress can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

Annual Measurable Objectives (AMOs)

The AMOs are on a trajectory toward 2017, the time by which each individual school is expected to reduce its percent of non-proficient students for each of its subgroups and overall by half. The progress of each school toward meeting its own unique targets provides valuable information over time on the effectiveness of instructional strategies, the inherent needs of the students, and the extent to which the school is fulfilling those needs. For 2013-2014, a select number of students in most schools field-tested the new PARCC Assessments. Due to the non-participation of all students within a school, AMOs were <u>not</u> measured in the subject area field tested at the school level in schools that field-tested. The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, progress on AMOs can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

Participation Rate

Participation Rate is based on the number of students enrolled on the day of testing. Federal regulations require that at least 95 percent of the students enrolled on the testing day take the test. Students who are unable to take the test at the regular time or during the make-up time because of a medical emergency do not count against the school's participation rate. Students who took the PARCC field test in place of the MSA do not count against the school's participation rate.

Attendance Rate

Attendance Rate is the percentage of students in school for at least half of the average school day during the school year. Attendance is a school accountability measure for elementary and middle schools. Yearly targets are set for attendance so that by the end of school year 2013-14, the State, schools, and school systems should have achieved and maintained an attendance rate of at least 94 percent.

Teacher Qualifications

The percentage of teachers in each category is based on the number of teachers who have credentials and are teaching core academic subjects as defined by the federal government under the No Child Left Behind Act. The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Teachers who are teaching other subjects are not included in the totals.

Standard Professional Certificate: A Standard Professional Certificate indicates the teacher meets all certification requirements.

Advanced Professional Certificate: The Advanced Professional Certificate requires three years of satisfactory professional school-related experience, and a master's degree or a minimum of 36 semester hours of post baccalaureate course work.

Resident Teacher Certificate: The Resident Teacher Certificate is issued to a teacher in an approved alternative preparation program at the request of a local school system superintendent.

Conditional Teacher Certificate: The Conditional Certificate is issued only at the request of a local school system superintendent to an applicant who has a bachelor's degree but does not meet all certification requirements.

Highly Qualified Teachers: "Highly qualified" is specifically defined by federal law. Teachers must meet minimum requirements both in content knowledge and teaching skills. Teachers must have a bachelor's degree, full State certification, and demonstrate content knowledge in the subjects they teach.

Cohort Graduation Rate

The U.S. Department of Education now requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

The cohort graduation rate data for 2013 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2009 and graduating no later than 2013. The 2013 5-year rate is the same cohort graduating no later than 2014.

MSA Proficiency Levels

Reading

Mathematics

Advanced % **COUNTY %** Basic % Proficient % STATE % Grade Grade 3 2014 3 2014 26.9 65.4 7.7 22.8 62.3 14.8 2013 20.5 2013 17.4 60.5 22.1 4 2014 14.5 66.8 18.7 4 2014 13.7 55.5 30.8 2013 2013 29.8 12.4 68.1 19.5 11.8 58.4 5 2014 5 2014 34.5 54.4 8.7 48.1 43.3 11.0 2013 43.8 44.8 2013 31.8 56.6 11.3 11.6 6 2014 22.1 49.2 28.7 6 2014 16.8 39.5 43.7 2013 15.5 47.9 36.6 2013 40.6 43.5 7 2014 27.1 38.6 34.3 7 2014 21.2 35.9 42.8 2013 40.2 2013 36.9 48.1 18.5 41.3 15.0 8 2014 46.6 8 2014 36.6 40.3 26.9 26.4 23.1 46.1 2013 24 2 46.5 29.3 2013 34 9 19 0 *E 2014 *E 2014 28.6 22.0 61.8 54.1 16.2 17.4 2013 25.4 60.5 14.1 2013 17.0 55.3 27.8 3 2014 31.2 58.0 10.8 3 2014 25.8 54.8 19.4 2013 12.7 2013 53.3 28.9 32.2 4 2014 20.2 67.9 11.9 4 2014 19.4 48.4 5.7 44.8 2013 42.1 46.7 49.5 11.2 5 2014 22.1 69.2 8.7 5 2014 27.2 52.9 19.9 2013 15.8 67.5 16.7 2013 19.1 55.5 25.3 6 2014 44.9 51.5 6 2014 32.2 46.4 21.4 2013 11.7 57.3 31.0 2013 22.9 48.0 29.1 7 2014 7 2014 36.9 43.5 45.3 67.2 49.3 2013 15.3 2013 27.4 39.2 **7.**7 41.3 32.8 25.9 8 2014 53.1 8 2014 41.1 22.8 36.4 30.6 36.0 33.0 2013 2013 *A 2014 22.3 64.0 *A 2014 15.8 54.4 29.8 13.7 18.2 53.4 2013 22.2 59.7 2013 15.8 30.8 5 2014 26.1 67.1 6.8 5 2014 35.8 54.9 9.3 27.6 65.0 2013 33.0 56.4 10.6 26.8 70.6 30.6 62.8 6.6 8 2014 8 2014 30.8 66.7 28.6 64.6 6.7 2013 2013 20.5 8.2 22.9 *R 2014 71.3 *R 2014 15.4 61.7 11.2 21.9 67.4 17.4 60.7 2013 21.3 2013 100 50 50 50 50 100 100

Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal set for all students.

Maryland School Assessment (MSA)

The MSA measures what students in grades 3-8 know about reading and mathematics. High school performance is measured by the English and Algebra/Data Analysis High School Assessment (HSA). Science was measured in grades 5 and 8 and by the Biology HSA starting in 2012. Science is not part of School Progress. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard. High school special education students working on grade level content who may need an assessment that is more accessible for a student with disabilities may be eligible to take the Mod-HSA. This is determined by the Individualized Education Program (IEP) Team.

100 • E: English; • A: Algebra/Data Analysis; • B: Biology **Description of MSA Proficiency Levels** Reading: English: **Mathematics:** Algebra/Data Analysis: Science: Biology: Students are unable to read Students have difficulty Students show they have only Students show they have only partially Students show they need more work Students demonstrate a minimal understanding of biology and understand literature comprehending grade partially mastered the skills and mastered the skills and concepts to attain proficiency. They use concepts, principles, and/or skills. Student responses indicate and passages of information appropriate literature and concepts that Maryland expects defined in the Maryland Algebra/Data minimal supporting evidence, and limited synthesis of information and understanding of scientific that are written for students applying language choices students to know and be able to Analysis Core Learning Goals responses provide little or no terminology in their grade. when writing. do at this grade level. synthesis of information. Students can read text Students can comprehend Students show they have an Students show they have an Students use supporting evidence Students demonstrate a realistic and rigorous level of written for students in their understanding of fundamental algebra that is generally complete with some achievement by providing evidence of an understanding of grade appropriate literature understanding of fundamental grade level skills and concepts biology concepts and the ability to use scientific evidence to grade, and they can / data analysis skills and concepts and integration of scientific concepts, and apply appropriate demonstrate the ability to language choices when and can generally solve entrycan generally solve entry-level principles, and/or skills generally integrate scientific concepts, principles, and/or skills. understand literature and level problems in mathematics. problems in algebra/data analysis Student responses indicate some synthesis of information and writing. passages of information. understanding of scientific terminology. Students show they can regularly Students can regularly read Students can regularly Students can regularly solve complex Students use scientific evidence to Students demonstrate an exemplary level of achievement by text that is above their grade comprehend and interpret solve complex problems in algebra/data analysis problems and demonstrate a full integration of providing evidence of a complete understanding of biology level, and they can complex literature and mathematics and demonstrate demonstrate superior ability to reason scientific concepts, principles, and/or concepts and the ability to use scientific evidence to fully demonstrate the ability to superior ability to reason consistently apply mathematically integrate scientific concepts, principles, and/or skills. Student appropriate language choices mathematically. understand complex responses indicate a complete synthesis of information and literature and passages of to write effectively understanding of scientific terminology information.

Reading

Mathematics

Alt-MSA Proficiency Levels

COUNTY % Basic % Proficient % STATE % Grade Grade 3 2014 3 2014 26.5 10.3 63.2 2013 26.3 60.3 2013 13.4 4 2014 4 2014 11.9 24.3 63.8 2013 2013 22.1 67.7 10.2 5 2014 5 2014 25.0 63.6 11.4 2013 2013 12.6 26.5 60.9 6 2014 6 2014 13.3 23.5 63.2 2013 2013 25.9 10.3 63.8 7 2014 7 2014 12.2 66.9 2013 2013 24.8 67.3 7.9 8 2014 8 2014 12.6 24.6 62.8 2013 2013 25.5 63.3 11.2 10 2014 10 2014 54.5 26.6 18.8 2013 56.3 2013 20.9 22.8 3 2014 3 2014 12.5 35.9 51.6 2013 2013 19.2 36.8 44.1 4 2014 4 2014 33.9 51.4 14.7 2013 15.5 36.8 47.7 40.8 5 2014 5 2014 18.9 40.3 2013 2013 19.7 40.9 39.4 6 2014 6 2014 37.0 47.0 16.0 2013 2013 17.2 36.1 46.7 7 2014 7 2014 13.3 31.9 54.9 2013 2013 33.9 51.8 14.3 8 2014 8 2014 17.8 35.7 46.5 36.4 48.1 15.5 2013 2013 10 2014 10 2014 22.2 34.3 43.5 45.2 2013 31.0 2013 23.8 42.5 5 2014 5 2014 37.9 2013 22.7 44.2 33.1 41.0 39.2 8 2014 8 2014 19.8 22.3 40.4 37.3 2013 2013 10 2014 10 2014 28.7 37.3 34.0 32.4 34.3 2013 2013 33.3

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.

Alternate Maryland School Assessment (Alt-MSA)

The Alternate Maryland School
Assessment (Alt-MSA) is taken by
students with disabilities who cannot
take the MSA even with the special
accommodations they receive as part of
their regular classroom instruction. The
test measures the student's mastery of
reading and mathematics content
standards or appropriate access skills.
Eligible students take the test in grades
3-8 and once during the high school
grade band. Performance is reported as
the percent of students in each grade
who achieved the Basic, Proficient, or
Advanced standard.

**E: English; *A: Algebra/Data Analysis; *B: Biology

100

100

50

50

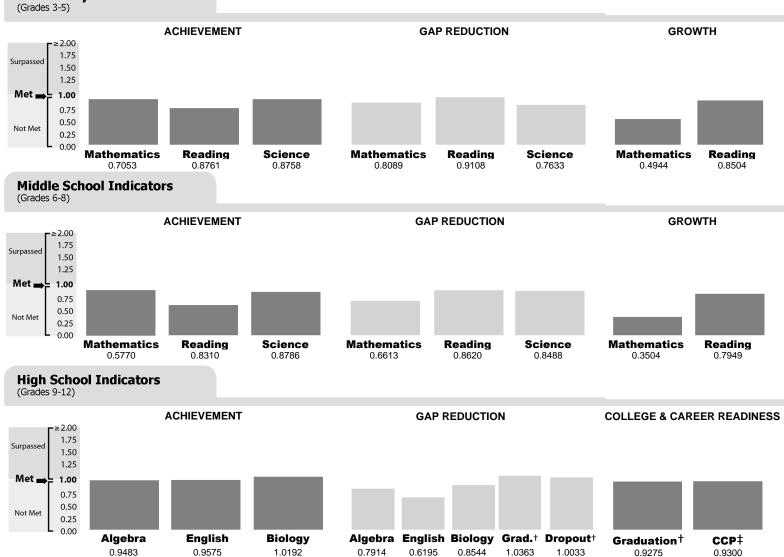
100

100

50

2014 School Progress Index (SPI)

Elementary School Indicators



School Progress Index (SPI)

The new Maryland School Progress Index is based on high expectations and multiple measures that include student achievement data in Reading, Mathematics, and Science; growth data in English/Language Arts and Mathematics; and gaps, based on the gap score between the highest-achieving and lowest achieving subgroup in mathematics, reading, science, cohort graduation and cohort dropout rates. Maryland's School Progress Index will differentiate schools into one of five strands which determine the system and State support schools receive. The State affords top-performing schools greater flexibility while lower performing schools receive progressively more prescriptive technical assistance, expectations, and monitoring.

The School Progress Index evaluates schools on a continuous scale based on the variables of Achievement, Growth, Gap Reduction, and College- and Career-Readiness. The Indicators are specific to Elementary and Middle Schools or High Schools. Each Indicator is comprised of specific Measures for Elementary and Middle schools or High Schools. An index score of 1.0 is indicative

of meeting all the targets, whereas a score greater than 1.0 means the school surpassed its targets.

Achievement: Achievement represents the acquisition of the skills and knowledge students have acquired. The Achievement Indicator represents the school's performance for "all students" on the MSA, Alt-MSA, and Mod-HSA in meeting Mathematics, Reading, and Science proficient and advanced levels relative to the school's targets. Achievement is measured in all grades.

Growth: Growth represents a student's progress from one year to the next. The Growth Indicator represents all students' growth within an elementary or middle school in attaining Mathematics Proficiency and Reading Proficiency.

Gap Reduction: Gap Reduction represents a decrease in the difference between the highest-achieving subgroup and the lowest achieving subgroup by content areas. The Gap Indicator represents the differences between the highest and lowest performing subgroups in Mathematics Proficiency, English/Language Arts Proficiency, and Science Proficiency at all grade levels and the five-year adjusted cohort graduation rate and four year adjusted cohort dropout rate for high schools.

College- and Career-Readiness (CCR):

College- and Career-Readiness represents a combination of measures that ensure students are college and career ready upon graduation. Measured in high schools, CCR consists of the 5-year adjusted cohort graduation rate and College and Career Preparation (CCP). CCP is a measurement of a student who has exited high school with a Maryland State High School Diploma and met success in one of the following areas: Earning a 3 or better on an Advanced Placement (AP) Exam or a 4 or better on an International Baccalaureate Exam; Attaining advanced standing in a Career and Technology Education (CTE) Program of study; or Enrolled in a post-secondary nstitution (2-year, 4-year, or technical) within 16 months of graduation.

Strands for Intervention, Support, and Recognition

The School Progress Index (SPI) and the school's result on each of the Indicators of the Index will give the school a very clear picture of its progress toward meeting targets. Once the School Progress Index is calculated (with values of 0 to 1 or greater), the scores will be broken into five strands for identifying interventions, support, and recognition to schools (Not applicable for LEAs). Schools in Strand 1 will be schools meeting all targets and schools not meeting any of their targets will be in Strand 5. Although schools will, as always, have very unique profiles, the Maryland State Department of Education (MSDE) will group the schools based on a measure of the magnitude of the issues these schools face when meeting their targets. This Strand categorization allows MSDE and the Local Education Agency (LEA) to differentiate resources to schools by magnitude of need while precise diagnosis occurs at the school.

Please note, for school year 2013-2014, SPI was only calculated for the State, LEA, High Schools and Schools that double tested (took the MSA and the PARCC field test). The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, SPI can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

[†]College and Career Preparation (CCP) – 2012 [‡]Data from 2013

10.3 26.5 63.2 26.3 11.9 24.3 10.2 22.1

11.4 25.0

12.6 26.5

13.3 23.5

10.3 25.9 12.2 21.0 7.9 24.8

12.6 24.6 11.2 25.5

18.8 26.6 20.9 22.8 12.5 35.9 19.2 36.8

14.7 33.9

15.5 36.8 18.9 40.3

13.3 31.9 14.3 33.9

17.8 35.7 15.5 36.4 22.2 34.3

23.8 31.0 19.6 42.5

22.3 40.4 37.3

33.3 34.3

22.7 44.2 19.8 41.0

19.7 40.9 16.0 37.0 17.2 36.1

67.7

63.6

60.9

67.3 62.8

63.3

44.1

51.4 47.7

40.8

46.7 54.9

51.8

37.9 33.1

39.2

Carter G Woodson Elementary School County State **School Progress** Attendance Rate % 2014 2013 2014 2013 2014 2013 Participation Rate Graduation **Percent Proficient** 95.5 Elementary ≥ 95.0 94.2 ≥ 95.0 94.5 95.7 Reading Math Reading Math Middle 94.2 93.8 95.4 95.1 All Students Met 92.9 91.6 92.7 92.5 American Indian or Teacher Qualifications Alaska Native % of certificates: Asian Standard Professional 36.7 31.0 41.5 40.3 27.2 28.4 Black or African 50.9 Advanced Professional 60.0 58.6 49.1 65.5 65.1 Met Met American Resident Teacher 0.0 0.0 0.0 0.7 0.8 0.0 Hispanic/Latino of any Conditional Teacher 0.0 0.0 0.6 0.0 1.0 0.9 % of classes NOT taught by highly qualified teachers: Native Hawaiian or 0.0 2.3 7.6 6.2 Other Pacific Islander Elementary Low Poverty 3.0 2.4 White Met Met 0.0 Elementary High Poverty 0.0 11.4 6.6 Two or more races Secondary Low Poverty 6.0 5.6 Secondary High Poverty 15.7 14.0 Free/Reduced Meals **Cohort Graduation Rate** Special Education 77.00 84.97 Class of 2013 (4-Year Rate) Limited English 78.40 87.48 Class of 2013 (5-Year Rate) Proficient **MSA Proficiency Levels** Proficient % Advanced % Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal

2014 School Progress Index

Your school is in Strand 3 based on your 2013 SPI of 0.9988. 2014 Strands were not assigned due to the PARCC field test.

Alt-MSA Proficiency Levels

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all OUNTY % STATE %

set for all studen		iai yiaila	Student	J take IV	13A, 170 t	uke Ait i	VISA. 111	c basic i		students	nately 1% Of Mary	rianu st	uuentsi	ake Ait-r	VISA. III	ee
GRADE	S	CHOOL	_%	С	OUNTY	′%	,	STATE	%		GRADE	S	CHOOL	_%	С	ΟL
3 2014	30.9	67.9	≥5.0	26.9	65.4	7.7	22.8	62.3	14.8		3 2014	*	*	*	*	
2013	14.7	77.5	7.8	20.5	69.7	9.8	17.4	60.5	22.1		2013	*	*	*	*	
4 2014	9.1	67.5	23.4	14.5	66.8	18.7	13.7	55.5	30.8		4 2014	*	*	*	*	
2013	10.7	64.0	25.3	12.4	68.1	19.5	11.8	58.4	29.8		2013	*	*	*	*	
5 2014	9.0	48.7	42.3	8.7	48.1	43.3	11.0	34.5	54.4		5 2014	*	*	*	*	
2013	9.0	35.9	55.1	11.3	43.8	44.8	11.6	31.8	56.6		2013	*	*	*	*	
6 2014	*	*	*	22.1	49.2	28.7	16.8	39.5	43.7		6 2014	*	*	*	*	
2013	*	*	*	15.5	47.9	36.6	15.9	40.6	43.5		2013	*	*	*	*	
7 2014	*	*	*	27.1	38.6	34.3	21.2	35.9	42.8		7 2014	*	*	*	*	
2013	*	*	*	18.5	41.3	40.2	15.0	36.9	48.1		2013	*	*	*	*	
8 2014	*	*	*	26.9	46.6	26.4	23.1	36.6	40.3		8 2014	*	*	*	*	
2013	*	*	*	24.2	46.5	29.3	19.0	34.9	46.1		2013	*	*	*	*	
*E 2014	*	*	*	22.0	61.8	16.2	17.4	54.1	28.6		10 2014	*	*	*	*	
2013	*	*	*	25.4	60.5	14.1	17.0	55.3	27.8		2013	*	*	*	*	
3 2014	28.8	69.5	≥5.0	31.2	58.0	10.8	25.8	54.8	19.4		3 2014	*	*	*	*	
2013	6.9	67.6	25.5	12.7	61.6	25.7	17.8	53.3	28.9		2013	*	*	*	*	
4 2014	18.6	64.9	16.5	20.2	67.9	11.9	19.4	48.4	32.2		4 2014	*	*	*	*	
2013	≥5.0	30.3	68.4	5.7	49.5	44.8	11.2	42.1	46.7		2013	*	*	*	*	
5 2014	26.9	73.1	≥5.0	22.1	69.2	8.7	27.2	52.9	19.9		5 2014	*	*	*	*	
2013	9.0	73.1	17.9	15.8	67.5	16.7	19.1	55.5	25.3		2013	*	*	*	*	
6 2014	*	*	*	44.9	51.5	≥5.0	32.2	46.4	21.4		6 2014	*	*	*	*	
2013	*	*	*	11.7	57.3	31.0	22.9	48.0	29.1		2013	*	*	*	*	
7 2014	*	*	*	45.3	50.0	≥5.0	36.9	43.5	19.6		7 2014	*	*	*	*	
2013	*	*	*	15.3	67.2	17.5	27.4	49.3	23.3		2013	*	*	*	*	
8 2014	*	*	*	53.1	39.2	7.7	41.3	32.8	25.9		8 2014	*	*	*	*	
2013	*	*	*	36.0	41.1	22.8	33.0	36.4	30.6		2013	*	*	*	*	
*A 2014	*	*	*	22.3	64.0	13.7	15.8	54.4	29.8		10 2014	*	*	*	*	
2013	*	*	*	22.2	59.7	18.2	15.8	53.4	30.8		2013	*	*	*	*	
5 2014	24.4	70.5	5.1	26.1	67.1	6.8	35.8	54.9	9.3		5 2014	*	*	*	*	
2013	20.8	72.7	6.5	27.6	65.0	7.4	33.0	56.4	10.6		2013	*	*	*	*	
8 2014	*	*	*	26.8	70.6	≥5.0	30.6	62.8	6.6		8 2014	*	*	*	*	
2013	*	*	*	30.8	66.7	≥5.0	28.6	64.6	6.7		2013	*	*	*	*	
*B 2014	*	*	*	20.5	71.3	8.2	15.4	61.7	22.9		10 2014	*	*	*	*	
2013	*	*	*	21.3	67.4	11.2	17.4	60.7	21.9		2013	*	*	*	*	

[†]College and Career Preparation (CCP) – 2012

‡Data from 2013

Reading

Mathematics

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

*B 2014

2013 25.8 67.7

30.8 66.7 ≥5.0

21.3 67.4 11.2

20.5 71.3

6.5

17.4 60.7 21.9

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Scl	hool Progress								Atte	endan	ce Rate %		ool 2013	2014	ounty 2013	St 2014	ate 2013	201	14 Scho	ool Pr	ogress	Index	(SPI))	
		Percent						raduatio		ementa	ry	*	*	≥ 95.0	94.5	95.7			0.9465		Stran				
	All Students	Readin Not Me	_		Readin Met	g iviat Me		Not Met		liddle igh		92.6 93.4	94.3 91.8	94.2 92.9	93.8 91.6	95.4 92.7	95.1 92.5		es 1.0000	and ab	ove met t	ne targe	t.		
An	nerican Indian or	*	,		*	*		na	-	_	ualifications								thematic		0.8614	0.8	061	0.545	5
	Alaska Native Asian	*	+ ,		*	*	\dashv			certific		40.0	20.4	44.5	40.2		20.4		Reading	_	0.8022		522	0.829	7
	Black or African	11-4				 	\dashv	na			Professional Professional	40.0 52.0	38.1 47.6	41.5 49.1	40.3 50.9	27.2 65.5	28.4 65.1	High	Science).9410 ievemer		376 Red	CCR	
115	American	Met	M	et	na	na	4	na	=		Teacher	0.0	0.0	0.0	0.0	0.7	0.8		Algebra		0373		308	CCIT	
піѕра	nic/Latino of any race	Met	M	et		na					nal Teacher s NOT taught by high	4.0 hlv qualifie	0.0 d teach	0.6 ers:	0.0	1.0	0.9		English).9819	1.1			
	ntive Hawaiian or	*	*	,		*			Al	ll Quarti	iles	10.5	6.7	5.0	2.3	7.6	6.2	‡	Biology Dropou		.0346		546 830		
Othe	er Pacific Islander White	Not Me	t M	et	Met	Me	t	Met			ry Low Poverty ry High Poverty	*	*	* 0.0	* 0.0	3.0 11.4	2.4 6.6		aduation			0.9		0.9200	0
T	wo or more races	Not Me	t M	et	na	na	Т	na	Se	econdar	y Low Poverty	*	*	*	*	6.0	5.6		†CCF)			J	0.8842	2
	e/Reduced Meals	Met	M	et	Met	Me	t	Not Met			y High Poverty	*	*	9.5	4.6	15.7	14.0								
	Special Education	Not Me	t M	et	na	na	+	na	_		013 (4-Year Rate)		74.39		77.00		84.97								
	Limited English Proficient	na	n.	a	na	na		na			013 (5-Year Rate)	75.90	74.55	78.40	77.00	87.48	04.57								
		M	SA Pro	oficie	ncy Le	vels			В	asic %	Proficient %	Advance	ed %			Δlt	MSA I	Prof	iciency	/ Lev	els				_
	Approximately	99% of N			•		take Alt	t-MSA. The	e Basic I	Level is b	elow the goal				1% of Ma		udents tal					elow the	goal se	et for all	
	set for all stud		2011001	. 0/		OLINITA	. 0/	,	\T A T C	0/			stude		DADE	0	0110010	,	0.	OLINITA	. 0/	0		0/	
	GRADE		SCHOO!	L% *		OUNTY			STATE		I				RADE	\$ *	CHOOL%	6 *	* C(YTNUC *	% *		TATE '		
	3 201					65.4	7.7	22.8		14.8					3 2014		Ţ	Ţ			*	10.3		63.2	
	201				20.5		9.8	17.4		22.1					2013								26.3	60.3	
	4 201		*	*	14.5		18.7			30.8					4 2014	*	*	*	*	*	*		24.3	63.8	
	201		*	*	12.4	68.1	19.5	11.8	58.4	29.8					2013	*	*	*	*	*	*	10.2	22.1	67.7	
	5 201	4 *	*	*	8.7	48.1	43.3	11.0	34.5	54.4					5 2014	*	*	*	*	*	*	11.4	25.0	63.6	
	201	3 *	*	*	11.3	43.8	44.8	11.6	31.8	56.6					2013	*	*	*	*	*	*	12.6	26.5	60.9	
Ø	6 201	4 *	*	*	22.1	49.2	28.7	16.8	39.5	43.7					6 2014	*	*	*	*	*	*	13.3	23.5	63.2	
Reading	201	*	*	*	15.5	47.9	36.6	15.9	40.6	43.5					2013	*	*	*	*	*	*	10.3	25.9	63.8	
sa(7 201	4 *	*	*	27.1	38.6	34.3	21.2	35.9	42.8					7 2014	*	*	*	*	*	*	12.2	21.0	66.9	
Re	201	*	*	*	18.5	41.3	40.2	15.0	36.9	48.1					2013	*	*	*	*	*	*	7.9	24.8	67.3	
	8 201	4 29.0	33.9	37.1	26.9	46.6	26.4	23.1	36.6	40.3					8 2014	*	*	*	*	*	*	12.6	24.6	62.8	
	201	3 20.5	47.9	31.5	24.2	46.5	29.3	19.0	34.9	46.1					2013	*	*	*	*	*	*	11.2	25.5	63.3	
	*E 201	4 16.9	63.1	20.0	22.0	61.8	16.2	17.4	54.1	28.6				:	10 2014	*	*	*	*	*	*	18.8	26.6	54.5	
	201	3 19.7	60.7	19.7	25.4	60.5	14.1	17.0	55.3	27.8					2013	*	*	*	*	*	*	20.9	22.8	56.3	
	3 201	4 *	*	*	31.2	58.0	10.8	25.8	54.8	19.4					3 2014	*	*	*	*	*	*	12.5	35.9	51.6	
	201	3 *	*	*	12.7	61.6	25.7	17.8	53.3	28.9					2013	*	*	*	*	*	*	19.2	36.8	44.1	
Mathematics	4 201		*	*		67.9			48.4						4 2014	*	*	*	*	*	*	14.7		51.4	
at	201		*	*		49.5									2013	*	*	*	*	*	*	15.5		47.7	
μű	5 201		*	*			8.7			19.9					5 2014	*	*	*	*	*	*		40.3		
jų.	201		*	*			16.7			25.3					2013	*	*	*	*	*	*			39.4	
lat			*	*		51.5										*	*	*	*	*	*				
≥	6 201								46.4						6 2014			·				16.0		47.0	
	201						31.0			29.1					2013							17.2			
	7 201					50.0				19.6					7 2014		*	*			*	13.3			
	201		*	*		67.2				23.3					2013	*	*	*	*	*	*	14.3		51.8	
	8 201	4 37.1	53.2	9.7	53.1	39.2	7.7	41.3	32.8	25.9					8 2014	*	*	*	*	*	*	17.8	35.7	46.5	
	201	3 24.7	46.6	28.8	36.0	41.1	22.8	33.0	36.4	30.6					2013	*	*	*	*	*	*	15.5	36.4	48.1	
	*A 201	12.3	72.3	15.4	22.3	64.0	13.7	15.8	54.4	29.8				:	10 2014	*	*	*	*	*	*	22.2	34.3	43.5	
ce	201	3 22.6	56.5	21.0	22.2	59.7	18.2	15.8	53.4	30.8					2013	*	*	*	*	*	*	23.8	31.0	45.2	
Science	5 201	4 *	*	*	26.1	67.1	6.8	35.8	54.9	9.3					5 2014	*	*	*	*	*	*	19.6	42.5	37.9	
Ğ	201	3 *	*	*	27.6	65.0	7.4	33.0	56.4	10.6					2013	*	*	*	*	*	*	22.7	44.2	33.1	
S	8 201	4 25.0	71.9	≥5.0	26.8	70.6	≥5.0	30.6	62.8	6.6					8 2014	*	*	*	*	*	*	19.8	41.0	39.2	

†College and Career Preparation (CCP) – 2012

2013

10 2014

‡Data from 2013

28.7 37.3 34.0

33.3 34.3 32.4

22.3 40.4

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

Cahaal Drawrass								A 44 .		e Rate %	Scho	ool	Co	ounty	St	ate
School Progress								Atte	endand	e Rate %	2014	2013	2014	2013	2014	2013
	Percent			articipa			duation		ementar	ту	94.7	94.9	≥ 95.0	94.5	95.7	95.5
	Readin			Reading			_	í .	iddle		*	*	94.2	93.8	95.4	95.1
All Students	Met	na	-	na	na	+			gh		*	*	92.9	91.6	92.7	92.5
American Indian or					*			_		ualifications						
Alaska Native		+	\dashv			╫		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	certifica							
Asian	na	na	-	na	na	+				Professional	37.5	25.0	41.5	40.3	27.2	28.4
Black or African American		na			na				avanced esident 1	Professional	50.0 0.0	75.0 0.0	49.1 0.0	50.9 0.0	65.5 0.7	65.1 0.8
Hispanic/Latino of any		+			 	┰				al Teacher	0.0	0.0	0.6	0.0	1.0	0.9
race					*			"						0.0	1.0	0.5
Native Hawaiian or	*	*	\neg	*	*	\top			l Quartil	NOT taught by high	ily qualified 0.0	teacn 0.0	ers: 5.0	2.3	7.6	6.2
Other Pacific Islander					*					y Low Poverty	v.u *	*	5.U *	2.3 *	3.0	2.4
White	Met	na	$\neg \vdash$	na	na	\top				y High Poverty	*	*	0.0	0.0	11.4	6.6
Two or more races	na	na	\neg	na	na	\top				Low Poverty	*	*	*	*	6.0	5.6
Free/Reduced Meals	Met	na	\dashv	na	na	\top		Se	condary	High Poverty	*	*	9.5	4.6	15.7	14.0
Special Education	Met	na		na	na	┰		Coh	ort Grad	uation Rate						
Limited English		IIa	\dashv	IIa	IIa	+			ass of 20	013 (4-Year Rate)		*		77.00		84.97
Proficient					*					013 (4 Year Rate)	*		78.40	77.00	87.48	04.57
Troncient																
	MS	A Pro	ficie	ncy Le	vels			В	asic %	Proficient %	Advance	d %			Alt-	MSA F
Approximately set for all stud		aryland s	studen	ts take M	SA, 1% ta	ke Alt-I	MSA. The	Basic L	evel is be	low the goal		Appro stude	oximately nts.	1% of Ma	ryland stu	idents tal
GRADE	S	CHOOL	%	C	OUNTY	%	S	TATE	%				G	RADE	S	CHOOL%
3 2014	7.7	92.3	≥5.0	26.9	65.4	7.7	22.8	62.3	14.8					3 2014	*	*
2013	3 6.7	73.3	20.0	20.5	69.7	9.8	17.4	60.5	22.1					2013	*	*
4 2014	1 5.9	70.6	23.5	14.5	66.8	18.7	13.7	55.5	30.8					4 2014	*	*
2013	3 >5.0	71.4	23.8	12.4	68.1	19.5	11.8	58.4	29.8					2013	*	*
2013 5 2014		71.4 44.4	23.8 50.0	12.4 8.7		19.5 43.3	11.8 11.0	58.4 34.5	29.8 54.4					2013 5 2014	*	*

2014 School Progress Index

Your school is in Strand 2 based on your 2013 SPI of 1.0354. 2014 Strands were not assigned due to the PARCC field test.

MSA Proficiency Levels

	MS	SA Pro	oficier	ncy Le	vels			В	asic %	Proficient %	Advanced %		Alt	-MSA	Profi	cienc	y Leve	els			
Approximately 9 set for all studen		1aryland	student	s take M	SA, 1% t	ake Alt-N	MSA. Th	e Basic I	evel is be	elow the goal		proximately 1% of Mary dents.	/land st	tudents t	take Alt-N	MSA. Th	e Basic I	evel is b	elow th	e goal se	et for all
GRADE	S	CHOOL	_%	С	OUNTY	′%	;	STATE	%			GRADE	S	CHOOL	_%	С	OUNTY	%	5	STATE 9	%
3 2014	7.7	92.3	≥5.0	26.9	65.4	7.7	22.8	62.3	14.8			3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	6.7	73.3	20.0	20.5	69.7	9.8	17.4	60.5	22.1			2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	5.9	70.6	23.5	14.5	66.8	18.7	13.7	55.5	30.8			4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	≥5.0	71.4	23.8	12.4	68.1	19.5	11.8	58.4	29.8			2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	5.6	44.4	50.0	8.7	48.1	43.3	11.0	34.5	54.4			5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	7.1	35.7	57.1	11.3	43.8	44.8	11.6	31.8	56.6			2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	*	*	*	22.1	49.2	28.7	16.8	39.5	43.7			6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	*	*	*	15.5	47.9	36.6	15.9	40.6	43.5			2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	*	*	*	27.1	38.6	34.3	21.2	35.9	42.8			7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	*	*	*	18.5	41.3	40.2	15.0	36.9	48.1			2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	*	*	*	26.9	46.6	26.4	23.1	36.6	40.3			8 2014	*	*	*	*	*	*	12.6	24.6	62.8
2013	*	*	*	24.2	46.5	29.3	19.0	34.9	46.1			2013	*	*	*	*	*	*	11.2	25.5	63.3
*E 2014	*	*	*	22.0	61.8	16.2	17.4	54.1	28.6			10 2014	*	*	*	*	*	*	18.8	26.6	54.5
2013	*	*	*	25.4	60.5	14.1	17.0	55.3	27.8			2013	*	*	*	*	*	*	20.9	22.8	56.3
3 2014	*	*	*	31.2	58.0	10.8	25.8	54.8	19.4			3 2014	*	*	*	*	*	*	12.5	35.9	51.6
2013	6.7	66.7	26.7	12.7	61.6	25.7	17.8	53.3	28.9			2013	*	*	*	*	*	*	19.2	36.8	44.1
4 2014	17.6	70.6	11.8	20.2	67.9	11.9	19.4	48.4	32.2			4 2014	*	*	*	*	*	*	14.7	33.9	51.4
2013	≥5.0	57.1	38.1	5.7	49.5	44.8	11.2	42.1	46.7			2013	*	*	*	*	*	*	15.5	36.8	47.7
5 2014	27.8	61.1	11.1	22.1	69.2	8.7	27.2	52.9	19.9			5 2014	*	*	*	*	*	*	18.9	40.3	40.8
2013	21.4	50.0	28.6	15.8	67.5	16.7	19.1	55.5	25.3			2013	*	*	*	*	*	*	19.7	40.9	39.4
6 2014	*	*	*	44.9	51.5	≥5.0	32.2	46.4	21.4			6 2014	*	*	*	*	*	*	16.0	37.0	47.0
2013	*	*	*	11.7	57.3	31.0	22.9	48.0	29.1			2013	*	*	*	*	*	*	17.2	36.1	46.7
7 2014	*	*	*	45.3	50.0	≥5.0	36.9	43.5	19.6			7 2014	*	*	*	*	*	*	13.3	31.9	54.9
2013	*	*	*	15.3	67.2	17.5	27.4	49.3	23.3			2013	*	*	*	*	*	*	14.3	33.9	51.8
8 2014	*	*	*	53.1	39.2	7.7	41.3	32.8	25.9			8 2014	*	*	*	*	*	*	17.8	35.7	46.5
2013	*	*	*	36.0	41.1	22.8	33.0	36.4	30.6			2013	*	*	*	*	*	*	15.5	36.4	48.1
*A 2014	*	*	*	22.3	64.0	13.7	15.8	54.4	29.8			10 2014	*	*	*	*	*	*	22.2	34.3	43.5
2013	*	*	*	22.2	59.7	18.2	15.8	53.4	30.8			2013	*	*	*	*	*	*	23.8	31.0	45.2
5 2014	5.6	77.8	16.7	26.1	67.1	6.8	35.8	54.9	9.3			5 2014	*	*	*	*	*	*	19.6	42.5	37.9
2013	7.1	71.4	21.4	27.6	65.0	7.4	33.0	56.4	10.6			2013	*	*	*	*	*	*	22.7	44.2	33.1
8 2014	*	*	*	26.8	70.6	≥5.0	30.6	62.8	6.6			8 2014	*	*	*	*	*	*	19.8	41.0	39.2
2013	*	*	*	30.8	66.7	≥5.0	28.6	64.6	6.7			2013	*	*	*	*	*	*	22.3	40.4	37.3
*B 2014	*	*	*	20.5	71.3	8.2	15.4	61.7	22.9			10 2014	*	*	*	*	*	*	28.7	37.3	34.0
2013	*	*	*	21.3	67.4	11.2	17.4	60.7	21.9			2013	*	*	*	*	*	*	33.3	34.3	32.4

†College and Career Preparation (CCP) – 2012 ‡Data from 2013

Reading

Mathematics

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

																	1003
School Progress						Attendance	Rate %	Sch 2014	ool 2013	2014	ounty 2013	Sta 2014	ete 2013	2014 School	ol Progress I	ndex (SP	l)
	Percent P		Participati Reading		Graduation	Elementary Middle		*	*	≥ 95.0 94.2	94.5 93.8	95.7 95.4		SPI: 1.3001 Values 1.0000 a	Strand: nd above met the		
All Students	Met	Not Met	na	na		High		*	*	92.9	91.6	92.7	92.5	Elementary	Achievement	Gap Red.	Growth
American Indian or	*	*	*	*		Teacher Qu								Mathematic	0.6154	*	2.0000
Alaska Native		├──				% of certificat	es:							Reading	1.6000	*	1.3333
Asian	*	*	*	*		Standard Pr	rofessional	0.0	0.0	41.5	40.3	27.2	28.4	Science	1.6000	*	
Black or African	*				l l	Advanced P	rofessional	100.0	100.0	49.1	50.9	65.5	65.1	Middle			
American						Resident Te	acher	0.0	0.0	0.0	0.0	0.7	0.8	Mathematic	0.0000	*	0.0000
Hispanic/Latino of any	*					Conditional	Teacher	0.0	0.0	0.6	0.0	1.0	0.9	Reading	1.1401	*	0.0000
race			$oxed{eta}$			% of classes N	IOT taught by high	nly qualifie	d teach	ers:				Science	*	*	0.0000
Native Hawaiian or	*					All Quartile	S	0.0	0.0	5.0	2.3	7.6	6.2	Science			
Other Pacific Islander						Elementary	Low Poverty	*	*	*	*	3.0	2.4				
White	Met	Met	na			,	High Poverty	*	*	0.0	0.0	11.4	6.6				
Two or more races	*	*	*	*		Secondary	Low Poverty	*	*	*	*	6.0	5.6				
Free/Reduced Meals	Met	Met	na	na			High Poverty	*	*	9.5	4.6	15.7	14.0				
Special Education	na	na	na	na		Cohort Gradu	ation Rate										
Limited English Proficient	*	*	*	*			13 (4-Year Rate) 13 (5-Year Rate)	*	*	78.40	77.00	87.48	84.97				
	MS	A Profic	iency Lev	rels		Basic %	Proficient %	Advance	d %			Alt-	MSA I	Proficiency	Levels		-

	MS	SA Pro	oficier	າcy Le	vels			B	asic %	Proficient %	Advanced %		Alt-	MSA	Profi	ciency	/ Leve	els			
Approximately 99 set for all student		1aryland	student	s take M	SA, 1% t	ake Alt-I	MSA. Th	e Basic L	evel is be	elow the goal		proximately 1% of Mary dents.	land stu	udents	take Alt-N	MSA. Th	e Basic I	Level is b	elow the	e goal se	t for all
GRADE	S	CHOOL	_%	С	OUNTY	′ %	5	STATE	%			GRADE	S	CHOO	_%	C	YTNUC	%	5	STATE 9	%
3 2014	*	*	*	26.9	65.4	7.7	22.8	62.3	14.8			3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	*	*	*	20.5	69.7	9.8	17.4	60.5	22.1			2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	*	*	*	14.5	66.8	18.7	13.7	55.5	30.8			4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	*	*	*	12.4	68.1	19.5	11.8	58.4	29.8			2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	*	*	*	8.7	48.1	43.3	11.0	34.5	54.4			5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	*	*	*	11.3	43.8	44.8	11.6	31.8	56.6			2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	*	*	*	22.1	49.2	28.7	16.8	39.5	43.7			6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	*	*	*	15.5	47.9	36.6	15.9	40.6	43.5			2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	*	*	*	27.1	38.6	34.3	21.2	35.9	42.8			7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	*	*	*	18.5	41.3	40.2	15.0	36.9	48.1			2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	*	*	*	26.9	46.6	26.4	23.1	36.6	40.3			8 2014	*	*	*	*	*	*	12.6	24.6	62.8
2013	*	*	*	24.2	46.5	29.3	19.0	34.9	46.1			2013	*	*	*	*	*	*	11.2	25.5	63.3
*E 2014	*	*	*	22.0	61.8	16.2	17.4	54.1	28.6			10 2014	*	*	*	*	*	*	18.8	26.6	54.5
2013	*	*	*	25.4	60.5	14.1	17.0	55.3	27.8			2013	*	*	*	*	*	*	20.9	22.8	56.3
3 2014	*	*	*	31.2	58.0	10.8	25.8	54.8	19.4			3 2014	*	*	*	*	*	*	12.5	35.9	51.6
2013	*	*	*	12.7	61.6	25.7	17.8	53.3	28.9			2013	*	*	*	*	*	*	19.2	36.8	44.1
4 2014	*	*	*	20.2	67.9	11.9	19.4	48.4	32.2			4 2014	*	*	*	*	*	*	14.7	33.9	51.4
2013	*	*	*	5.7	49.5	44.8	11.2	42.1	46.7			2013	*	*	*	*	*	*	15.5	36.8	47.7
5 2014	*	*	*	22.1	69.2	8.7	27.2	52.9	19.9			5 2014	*	*	*	*	*	*	18.9	40.3	40.8
2013	*	*	*	15.8	67.5	16.7	19.1	55.5	25.3			2013	*	*	*	*	*	*	19.7	40.9	39.4
6 2014	*	*	*	44.9	51.5	≥5.0	32.2	46.4	21.4			6 2014	*	*	*	*	*	*	16.0	37.0	47.0
2013	*	*	*	11.7	57.3	31.0	22.9	48.0	29.1			2013	*	*	*	*	*	*	17.2	36.1	46.7
7 2014	*	*	*	45.3	50.0	≥5.0	36.9	43.5	19.6			7 2014	*	*	*	*	*	*	13.3	31.9	54.9
2013	*	*	*	15.3	67.2	17.5	27.4	49.3	23.3			2013	*	*	*	*	*	*	14.3	33.9	51.8
8 2014	*	*	*	53.1	39.2	7.7	41.3	32.8	25.9			8 2014	*	*	*	*	*	*	17.8	35.7	46.5
2013	*	*	*	36.0	41.1	22.8	33.0	36.4	30.6			2013	*	*	*	*	*	*	15.5	36.4	48.1
*A 2014	*	*	*	22.3	64.0	13.7	15.8	54.4	29.8			10 2014	*	*	*	*	*	*	22.2	34.3	43.5
2013	*	*	*	22.2	59.7	18.2	15.8	53.4	30.8			2013	*	*	*	*	*	*	23.8	31.0	45.2
5 2014	*	*	*	26.1	67.1	6.8	35.8	54.9	9.3			5 2014	*	*	*	*	*	*	19.6	42.5	37.9
2013	*	*	*	27.6	65.0	7.4	33.0	56.4	10.6			2013	*	*	*	*	*	*	22.7	44.2	33.1
8 2014	*	*	*	26.8	70.6	≥5.0	30.6	62.8	6.6			8 2014	*	*	*	*	*	*	19.8	41.0	39.2
2013	*	*	*	30.8	66.7	≥5.0	28.6	64.6	6.7			2013	*	*	*	*	*	*	22.3	40.4	37.3
*B 2014	*	*	*	20.5	71.3	8.2	15.4	61.7	22.9			10 2014	*	*	*	*	*	*	28.7	37.3	34.0
2013	*	*	*	21.3	67.4	11.2	17.4	60.7	21.9			2013	*	*	*	*	*	*	33.3	34.3	32.4

Reading

Mathematics

Science

†College and Career Preparation (CCP) – 2012 ‡Data from 2013 1003

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

Percent Proficient Reading Math Met Met Met Met Met Middle * * * 94.2 93.8 95.4 95.2 94.5 94.5 94.5 95.7 92.5 94.5 94.5 94.5 95.7 92.5 94.5 94.5 94.5 95.7 92.5 94.5 94.5 94.5 94.2 93.8 95.4 95.2 94.5 94.5 94.5 94.2 93.8 95.4 95.2 94.5	School Progress								Δtt	endano	ء م	Rate %	Sch			ounty		ate
Reading Math Reading Math Reading Math Met Met Met Met High										ciidaiid	-	tate //						
All Students American Indian or Alaska Native Asian Black or African American American American Black or African American Asian Ana Not Met na Met Met Met Met Met Met Met Me								aduatio			ry			94.5				
American Indian or Alaska Native Asian na n	All Students		_										*	*				
Alaska Native Asian na n							-		=		ual	ifications			32.3	91.0	32.7	92.5
Asian Black or African American American American American American American American Black or African American American Black or African American American American American Black or African American American American American Black or African Black or African American American American American Black or African Bl						*			_									
Black or African American Not Met na Met Met	Asian	na	na		na	na	$\neg \vdash$						39.1	39 1	41.5	40 3	27.2	28.4
American dispanic/Latino of any race Native Hawaiian or Other Pacific Islander White Two or more races Free/Reduced Meals Special Education Limited English Proficient Met na	Black or African	NI-+ N4-+			14-4	11-1												
Native Hawaiian or Other Pacific Islander White Not Met Na Native Met Not Met Not Met Na Native Met Not Met Na Native Met Not Met Na Native Met N	American	Not Met	na		iviet	iviet			Re	esident ⁻	Tead	cher	0.0	0.0	0.0	0.0	0.7	0.8
Native Hawaiian or Other Pacific Islander White Not Met na Met Met	Hispanic/Latino of any	Met	na		na	na			Co	ondition	al T	eacher	0.0	0.0	0.6	0.0	1.0	0.9
Other Pacific Islander White Not Met na Met Met Elementary Low Poverty				\dashv			+		% of	fclasses	NO	T taught by high	ly qualifie	d teach	ers:			
White Not Met na Met Met						*												
Two or more races Free/Reduced Meals Special Education Limited English Proficient MSA Proficiency Levels Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal GRADE GRADE Secondary Low Poverty Secondary Low Poverty Secondary Low Poverty Secondary High Poverty Secondary Low Poverty Secondary Ligh Pove		Not Mot	-	-	Mot	Mot					•	,						
Free/Reduced Meals Special Education Limited English Proficient MSA Proficiency Levels Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal GRADE SCHOOL% COUNTY % STATE % GRADE SCHOOL STATE %				-			4				•	,						
Special Education Limited English Proficient Not Met Na Na Na Na Na Na Na N							_				•	•		*				
Class of 2013 (4-Year Rate) * 77.00 87.48	Free/Reduced Meals	Not Met	na		Met	Met	4				,	,			9.5	4.0	15.7	14.0
MSA Proficiency Levels Basic % Proficient % Advanced % Alt-MSA		Met	na		na	na												
MSA Proficiency Levels Basic % Proficient % Advanced % Alt-MSA	-	na	l na		na	na								*	70.40	77.00		84.97
Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal set for all students. GRADE SCHOOL% COUNTY % STATE % GRADE SCHOOL 3 2014 30.3 66.7 ≥5.0 26.9 65.4 7.7 22.8 62.3 14.8 3 2014 * * 2013 27.7 60.0 12.3 20.5 69.7 9.8 17.4 60.5 22.1 2013 * * 4 2014 12.3 70.8 16.9 14.5 66.8 18.7 13.7 55.5 30.8 4 2014 * *	Proficient								CI	ass of 20	013	(5-Year Rate)	•		78.40		87.48	
set for all students. GRADE SCHOOL% COUNTY % STATE % GRADE SCHOOL 3 2014 30.3 66.7 ≥5.0 26.9 65.4 7.7 22.8 62.3 14.8 3 2014 * * 2013 27.7 60.0 12.3 20.5 69.7 9.8 17.4 60.5 22.1 2013 * * 4 2014 12.3 70.8 16.9 14.5 66.8 18.7 13.7 55.5 30.8 4 2014 * *		MS	A Pro	ficier	ncy Le	vels			В	asic %		Proficient %	Advance	d %			Alt-	MSA
3 2014 30.3 66.7 ≥5.0 26.9 65.4 7.7 22.8 62.3 14.8 3 2014 * * 2013 27.7 60.0 12.3 20.5 69.7 9.8 17.4 60.5 22.1 2013 * * 4 2014 12.3 70.8 16.9 14.5 66.8 18.7 13.7 55.5 30.8 4 2014 * *			aryland	tudent	s take M	SA, 1% ta	ike Alt	-MSA. Th	e Basic I	Level is be	elow	the goal				1% of Ma	ryland stu	udents t
2013 27.7 60.0 12.3 20.5 69.7 9.8 17.4 60.5 22.1 2013 * * 4 2014 12.3 70.8 16.9 14.5 66.8 18.7 13.7 55.5 30.8 4 2014 * *	GRADE	S	CHOOL	%	C	OUNTY	%		STATE	%					G	RADE	S	CHOOL
4 2014 12.3 70.8 16.9 14.5 66.8 18.7 13.7 55.5 30.8 4 2014 * *	3 2014	30.3	66.7	≥5.0	26.9	65.4	7.7	22.8	62.3	14.8						3 2014	*	*
4 2014 12.5 70.6 10.5 14.5 00.6 16.7 15.7 55.5 50.6	2013	3 27.7	60.0	12.3	20.5	69.7	9.8	17.4	60.5	22.1						2013	*	*
	4 2014	1 12.3	70.8	16.9	14.5	66.8	18.7	13.7	55.5	30.8						4 2014	*	*
2013 9.6 71.2 19.2 12.4 68.1 19.5 11.8 58.4 29.8	2013				12.4	68.1	19.5			29.8						2013	*	*

2014 School Progress Index

Your school is in Strand 5 based on your 2013 SPI of 0.8849. 2014 Strands were not assigned due to the PARCC field test.

Proficiency Levels

take Alt-MSA. The Basic Level is below the goal set for all COUNTY % STATE %

set for all studen	nts.	•			,					students.	, idiid 5	
GRADE	S	CHOOL	_%	С	OUNTY	′%	5	STATE	%	GRADE	ξ	SCI
3 2014	30.3	66.7	≥5.0	26.9	65.4	7.7	22.8	62.3	14.8	3 2014	*	
2013	27.7	60.0	12.3	20.5	69.7	9.8	17.4	60.5	22.1	2013	*	
4 2014	12.3	70.8	16.9	14.5	66.8	18.7	13.7	55.5	30.8	4 2014	*	
2013	9.6	71.2	19.2	12.4	68.1	19.5	11.8	58.4	29.8	2013	*	
5 2014	11.7	41.7	46.7	8.7	48.1	43.3	11.0	34.5	54.4	5 2014	*	
2013	11.1	47.6	41.3	11.3	43.8	44.8	11.6	31.8	56.6	2013	*	
6 2014	*	*	*	22.1	49.2	28.7	16.8	39.5	43.7	6 2014	*	
2013	*	*	*	15.5	47.9	36.6	15.9	40.6	43.5	2013	*	
7 2014	*	*	*	27.1	38.6	34.3	21.2	35.9	42.8	7 2014	*	
2013	*	*	*	18.5	41.3	40.2	15.0	36.9	48.1	2013	*	
8 2014	*	*	*	26.9	46.6	26.4	23.1	36.6	40.3	8 2014	*	
2013	*	*	*	24.2	46.5	29.3	19.0	34.9	46.1	2013	*	
*E 2014	*	*	*	22.0	61.8	16.2	17.4	54.1	28.6	10 2014	*	
2013	*	*	*	25.4	60.5	14.1	17.0	55.3	27.8	2013	*	
3 2014	31.8	62.1	6.1	31.2	58.0	10.8	25.8	54.8	19.4	3 2014	*	
2013	28.8	48.5	22.7	12.7	61.6	25.7	17.8	53.3	28.9	2013	*	
4 2014	18.6	74.4	7.0	20.2	67.9	11.9	19.4	48.4	32.2	4 2014	*	
2013	≥5.0	67.3	28.8	5.7	49.5	44.8	11.2	42.1	46.7	2013	*	
5 2014	20.0	66.7	13.3	22.1	69.2	8.7	27.2	52.9	19.9	5 2014	*	
2013	14.3	73.0	12.7	15.8	67.5	16.7	19.1	55.5	25.3	2013	*	
6 2014	*	*	*	44.9	51.5	≥5.0	32.2	46.4	21.4	6 2014	*	
2013	*	*	*	11.7	57.3	31.0	22.9	48.0	29.1	2013	*	
7 2014	*	*	*	45.3	50.0	≥5.0	36.9	43.5	19.6	7 2014	*	
2013	*	*	*	15.3	67.2	17.5	27.4	49.3	23.3	2013	*	
8 2014	*	*	*	53.1	39.2	7.7	41.3	32.8	25.9	8 2014	*	
2013	*	*	*	36.0	41.1	22.8	33.0	36.4	30.6	2013	*	
*A 2014	*	*	*	22.3	64.0	13.7	15.8	54.4	29.8	10 2014	*	
2013	*	*	*	22.2	59.7	18.2	15.8	53.4	30.8	2013	*	
5 2014	40.0	53.3	6.7	26.1	67.1	6.8	35.8	54.9	9.3	5 2014	*	
2013	42.2	53.1	≥5.0	27.6	65.0	7.4	33.0	56.4	10.6	2013	*	
8 2014	*	*	*	26.8	70.6	≥5.0	30.6	62.8	6.6	8 2014	*	
2013	*	*	*	30.8	66.7	≥5.0	28.6	64.6	6.7	2013	*	
*B 2014	*	*	*	20.5	71.3	8.2	15.4	61.7	22.9	10 2014	*	
2013	*	*	*	21.3	67.4	11.2	17.4	60.7	21.9	2013	*	

OTTIBL	•	011001	- / 0	•	001111	/0	,	J 17 (1 L	,,	
3 2014	*	*	*	*	*	*	10.3	26.5	63.2	
2013	*	*	*	*	*	*	13.4	26.3	60.3	
4 2014	*	*	*	*	*	*	11.9	24.3	63.8	
2013	*	*	*	*	*	*	10.2	22.1	67.7	
5 2014	*	*	*	*	*	*	11.4	25.0	63.6	
2013	*	*	*	*	*	*	12.6	26.5	60.9	
6 2014	*	*	*	*	*	*	13.3	23.5	63.2	
2013	*	*	*	*	*	*	10.3	25.9	63.8	
7 2014	*	*	*	*	*	*	12.2	21.0	66.9	
2013	*	*	*	*	*	*	7.9	24.8	67.3	
8 2014	*	*	*	*	*	*	12.6	24.6	62.8	
2013	*	*	*	*	*	*	11.2	25.5	63.3	
10 2014	*	*	*	*	*	*	18.8	26.6	54.5	
2013	*	*	*	*	*	*	20.9	22.8	56.3	
3 2014	*	*	*	*	*	*	12.5	35.9	51.6	
2013	*	*	*	*	*	*	19.2	36.8	44.1	
4 2014	*	*	*	*	*	*	14.7	33.9	51.4	
2013	*	*	*	*	*	*	15.5	36.8	47.7	
5 2014	*	*	*	*	*	*	18.9	40.3	40.8	
2013	*	*	*	*	*	*	19.7	40.9	39.4	
6 2014	*	*	*	*	*	*	16.0	37.0	47.0	
2013	*	*	*	*	*	*	17.2	36.1	46.7	
7 2014	*	*	*	*	*	*	13.3	31.9	54.9	
2013	*	*	*	*	*	*	14.3	33.9	51.8	
8 2014	*	*	*	*	*	*	17.8	35.7	46.5	
2013	*	*	*	*	*	*	15.5	36.4	48.1	
10 2014	*	*	*	*	*	*	22.2	34.3	43.5	
2013	*	*	*	*	*	*	23.8	31.0	45.2	
5 2014	*	*	*	*	*	*	19.6	42.5	37.9	
2013	*	*	*	*	*	*	22.7	44.2	33.1	
8 2014	*	*	*	*	*	*	19.8	41.0	39.2	
2013	*	*	*	*	*	*	22.3	40.4	37.3	
10 2014	*	*	*	*	*	*	28.7	37.3	34.0	
2013	*	*	*	*	*	*	33.3	34.3	32.4	

†College and Career Preparation (CCP) – 2012 ‡Data from 2013

Reading

Mathematics

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

Reading

Mathematics

Science

School Progress						Attendance Rate %	Scho 2014	ool 2013	2014	ounty 2013	Sta 2014	ete 2013	2014 School	ol Progress II	ndex (SPI))
	Percent P		Participat Reading		Graduation	Elementary Middle	*	*	≥ 95.0 94.2	94.5 93.8	95.7 95.4		SPI: Values 1.0000 a	Strand: nd above met the	e target.	
All Students	*	*	*			High	*	*	92.9	91.6	92.7	92.5	Elementary	Achievement	Gap Red.	Growth
American Indian or Alaska Native	*	*	*	*		Teacher Qualifications % of certificates:							Mathematic	*	*	*
Asian		*	*	*		Standard Professional	*	*	41.5	40.3	27.2	28.4	Reading Science	*	*	*
Black or African American	*	*	*	*		Advanced Professional Resident Teacher	*	*	49.1 0.0	50.9 0.0	65.5 0.7	65.1 0.8	Middle			
Hispanic/Latino of any	*	*	*			Conditional Teacher	*	*	0.6	0.0	1.0	0.8	Mathematic Reading	*	*	*
race			\longmapsto			% of classes NOT taught by highl	ly qualified	l teach	ers:				Science	*	*	
Native Hawaiian or Other Pacific Islander	*	*	*	*		All Quartiles Elementary Low Poverty	*	*	5.0 *	2.3	7.6 3.0	6.2 2.4	High	Achievement	Gap Red.	CCR
White		*	*			Elementary High Poverty	*	*	0.0	0.0	11.4	6.6	Algebra English	*	*	
Two or more races		*	* *	*		Secondary Low Poverty Secondary High Poverty	*	*	9.5	4.6	6.0 15.7	5.6 14.0	Biology	*	*	
Free/Reduced Meals Special Education		*	*	*		Cohort Graduation Rate							‡Dropout ‡Graduation		*	*
Limited English Proficient	*	*	*	*		Class of 2013 (4-Year Rate) Class of 2013 (5-Year Rate)	*	*	78.40	77.00	87.48	84.97	†CCP		•	*
	MS	A Profic	iency Lev	rels		Basic % Proficient %	Advanced	d %			Alt-	MSA I	Proficiency	Levels		

	MSA Proficiency Levels Basic % Proficien										Advanced %		Alt-	MSA	Profi	ciency	/ Leve	els			
	Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic set for all students.											proximately 1% of Mary dents.	land stu	udents	take Alt-N	ЛSA. Th	e Basic I	evel is b	elow th	e goal se	t for all
GRADE	S	CHOOL	_%	С	OUNTY	′%	9	STATE '	%			GRADE	S	CHOO	_%	C	YTNUC	%	5	STATE 9	%
3 2014	*	*	*	26.9	65.4	7.7	22.8	62.3	14.8			3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	*	*	*	20.5	69.7	9.8	17.4	60.5	22.1			2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	*	*	*	14.5	66.8	18.7	13.7	55.5	30.8			4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	*	*	*	12.4	68.1	19.5	11.8	58.4	29.8			2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	*	*	*	8.7	48.1	43.3	11.0	34.5	54.4			5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	*	*	*	11.3	43.8	44.8	11.6	31.8	56.6			2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	*	*	*	22.1	49.2	28.7	16.8	39.5	43.7			6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	*	*	*	15.5	47.9	36.6	15.9	40.6	43.5			2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	*	*	*	27.1	38.6	34.3	21.2	35.9	42.8			7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	*	*	*	18.5	41.3	40.2	15.0	36.9	48.1			2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	*	*	*	26.9	46.6	26.4	23.1	36.6	40.3			8 2014	*	*	*	*	*	*	12.6	24.6	62.8
2013	*	*	*	24.2	46.5	29.3	19.0	34.9	46.1			2013	*	*	*	*	*	*	11.2	25.5	63.3
*E 2014	*	*	*	22.0	61.8	16.2	17.4	54.1	28.6			10 2014	*	*	*	*	*	*	18.8	26.6	54.5
2013	*	*	*	25.4	60.5	14.1	17.0	55.3	27.8			2013	*	*	*	*	*	*	20.9	22.8	56.3
3 2014	*	*	*	31.2	58.0	10.8	25.8	54.8	19.4			3 2014	*	*	*	*	*	*	12.5	35.9	51.6
2013	*	*	*	12.7	61.6	25.7	17.8	53.3	28.9			2013	*	*	*	*	*	*	19.2	36.8	44.1
4 2014	*	*	*	20.2	67.9	11.9	19.4	48.4	32.2			4 2014	*	*	*	*	*	*	14.7	33.9	51.4
2013	*	*	*	5.7	49.5	44.8	11.2	42.1	46.7			2013	*	*	*	*	*	*	15.5	36.8	47.7
5 2014	*	*	*	22.1	69.2	8.7	27.2	52.9	19.9			5 2014	*	*	*	*	*	*	18.9	40.3	40.8
2013	*	*	*	15.8	67.5	16.7	19.1	55.5	25.3			2013	*	*	*	*	*	*	19.7	40.9	39.4
6 2014	*	*	*	44.9	51.5	≥5.0	32.2	46.4	21.4			6 2014	*	*	*	*	*	*	16.0	37.0	47.0
2013	*	*	*	11.7	57.3	31.0	22.9	48.0	29.1			2013	*	*	*	*	*	*	17.2	36.1	46.7
7 2014	*	*	*	45.3	50.0	≥5.0	36.9	43.5	19.6			7 2014	*	*	*	*	*	*	13.3	31.9	54.9
2013	*	*	*	15.3	67.2	17.5	27.4	49.3	23.3			2013	*	*	*	*	*	*	14.3	33.9	51.8
8 2014	*	*	*	53.1	39.2	7.7	41.3	32.8	25.9			8 2014	*	*	*	*	*	*	17.8	35.7	46.5
2013	*	*	*	36.0	41.1	22.8	33.0	36.4	30.6			2013	*	*	*	*	*	*	15.5	36.4	48.1
*A 2014	*	*	*	22.3	64.0	13.7	15.8	54.4	29.8			10 2014	*	*	*	*	*	*	22.2	34.3	43.5
2013	*	*	*	22.2	59.7	18.2	15.8	53.4	30.8			2013	*	*	*	*	*	*	23.8	31.0	45.2
5 2014	*	*	*	26.1	67.1	6.8	35.8	54.9	9.3			5 2014	*	*	*	*	*	*	19.6	42.5	37.9
2013	*	*	*	27.6	65.0	7.4	33.0	56.4	10.6			2013	*	*	*	*	*	*	22.7	44.2	33.1
8 2014	*	*	*	26.8	70.6	≥5.0	30.6	62.8	6.6			8 2014	*	*	*	*	*	*	19.8	41.0	39.2
2013	*	*	*	30.8	66.7	≥5.0	28.6	64.6	6.7			2013	*	*	*	*	*	*	22.3	40.4	37.3
*B 2014	*	*	*	20.5	71.3	8.2	15.4	61.7	22.9			10 2014	*	*	*	*	*	*	28.7	37.3	34.0
2013	*	*	*	21.3	67.4	11.2	17.4	60.7	21.9			2013	*	*	*	*	*	*	33.3	34.3	32.4

†College and Career Preparation (CCP) – 2012 ‡Data from 2013

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

School Progress								Λtt	andan	e Rate %	Sch	ool	C	ounty	St	ate
School Progress								_	enuani	Le Nate 10	2014	2013	2014	2013	2014	2013
	Percent			articipa			aduatio		ementa	ry	≥ 95.0	94.5		94.5	95.7	95.5
All Cr. I	Readin			Reading					1iddle		*	*	94.2	93.8	95.4	95.1
All Students	Not ivie	t na	a	Met	Me			-	igh 		*	*	92.9	91.6	92.7	92.5
American Indian or Alaska Native	*							_		ualifications						
		+	\rightarrow			-			fcertific							
Asian	na	n	a	na	na	_				Professional	63.6	50.0	41.5	40.3	27.2	28.4
Black or African American	Met	n	a	Met	Me	t			avanced esident [:]	Professional	27.3 0.0	36.4 0.0	49.1 0.0	50.9 0.0	65.5 0.7	65.1 0.8
Hispanic/Latino of any			_	_		_		=		al Teacher	0.0	0.0	0.6	0.0	1.0	0.8
race	Not Me	t n								NOT taught by hig				0.0	1.0	0.5
Native Hawaiian or	*	 			*	$\neg \vdash$			l Classes Il Quarti		niy quaiille 0.0	0.0	ers: 5.0	2.3	7.6	6.2
Other Pacific Islander	*				_ ^				ementa	*	*	3.U *	2.5 *	3.0	2.4	
White	Met	n	a	na	na				ementa	*	*	0.0	0.0	11.4	6.6	
Two or more races	Not Me	t na	a	na	na			_		Low Poverty	*	*	*	*	6.0	5.6
Free/Reduced Meals	Not Me	t na	a	Met	Me			Se	econdar	y High Poverty	*	*	9.5	4.6	15.7	14.0
Special Education	Met	n	_	na	na			Coh	ort Grad	luation Rate						
Limited English	IVICE	-	-		110	-			lass of 2	013 (4-Year Rate)		*		77.00		84.97
Proficient	na									013 (5-Year Rate)	*		78.40	77.00	87.48	04.57
	N/IC	A Dr	oficio	ncy Le	vols			R	asic %	Proficient %	Advance	d %			ΛI÷	MSA
Annrovimatalı				•		alea Alt	MACA Th				Havanee					
	Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The set for all students.				e basic i	Level is be	low the goal		Appro stude	oximately nts.	1% of Ma	ryland stu	idents ta			
GRADE	S	CHOOL	_%	С	OUNTY	%		STATE	%				G	RADE	S	CHOOLS
3 201	3 2014 21.7 50.0 28.3 26.9 65.4 7.7 22.8		22.8	62.3	14.8					3 2014	*	*				
201	3 23.3	68.3	8.3	20.5	69.7	9.8	17.4	60.5	22.1					2013	*	*
4 201	4 28.3	58.5	13.2	14.5	66.8	18.7	13.7	55.5	30.8					4 2014	*	*
2013 18.6 69.5 11.9			12 4	68 1	19 5	11 8	58.4	29.8					2013	*	*	

2014 School Progress Index

Your school is in Strand 4 based on your 2013 SPI of 0.9170. 2014 Strands were not assigned due to the PARCC field test.

A Proficiency Levels

take Alt-MSA. The Basic Level is below the goal set for all STATE %

set for all studen	ents.			students.	iana se	aaciits	tune / iit ii												
GRADE	S	CHOOL	.%	С	OUNTY	′ %	;	STATE	%	GRADE	S	CHOO	L%	С	OUNTY	%	5	STATE 9	%
3 2014	21.7	50.0	28.3	26.9	65.4	7.7	22.8	62.3	14.8	3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	23.3	68.3	8.3	20.5	69.7	9.8	17.4	60.5	22.1	2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	28.3	58.5	13.2	14.5	66.8	18.7	13.7	55.5	30.8	4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	18.6	69.5	11.9	12.4	68.1	19.5	11.8	58.4	29.8	2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	6.1	57.1	36.7	8.7	48.1	43.3	11.0	34.5	54.4	5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	16.7	54.2	29.2	11.3	43.8	44.8	11.6	31.8	56.6	2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	*	*	*	22.1	49.2	28.7	16.8	39.5	43.7	6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	*	*	*	15.5	47.9	36.6	15.9	40.6	43.5	2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	*	*	*	27.1	38.6	34.3	21.2	35.9	42.8	7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	*	*	*	18.5	41.3	40.2	15.0	36.9	48.1	2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	*	*	*	26.9	46.6	26.4	23.1	36.6	40.3	8 2014	*	*	*	*	*	*	12.6	24.6	62.8
2013	*	*	*	24.2	46.5	29.3	19.0	34.9	46.1	2013	*	*	*	*	*	*	11.2	25.5	63.3
*E 2014	*	*	*	22.0	61.8	16.2	17.4	54.1	28.6	10 2014	*	*	*	*	*	*	18.8	26.6	54.5
2013	*	*	*	25.4	60.5	14.1	17.0	55.3	27.8	2013	*	*	*	*	*	*	20.9	22.8	56.3
3 2014	33.3	26.7	40.0	31.2	58.0	10.8	25.8	54.8	19.4	3 2014	*	*	*	*	*	*	12.5	35.9	51.6
2013	≥5.0	66.7	30.0	12.7	61.6	25.7	17.8	53.3	28.9	2013	*	*	*	*	*	*	19.2	36.8	44.1
4 2014	26.5	67.6	5.9	20.2	67.9	11.9	19.4	48.4	32.2	4 2014	*	*	*	*	*	*	14.7	33.9	51.4
2013	11.7	56.7	31.7	5.7	49.5	44.8	11.2	42.1	46.7	2013	*	*	*	*	*	*	15.5	36.8	47.7
5 2014	12.2	71.4	16.3	22.1	69.2	8.7	27.2	52.9	19.9	5 2014	*	*	*	*	*	*	18.9	40.3	40.8
2013	27.1	56.3	16.7	15.8	67.5	16.7	19.1	55.5	25.3	2013	*	*	*	*	*	*	19.7	40.9	39.4
6 2014	*	*	*	44.9	51.5	≥5.0	32.2	46.4	21.4	6 2014	*	*	*	*	*	*	16.0	37.0	47.0
2013	*	*	*	11.7	57.3	31.0	22.9	48.0	29.1	2013	*	*	*	*	*	*	17.2	36.1	46.7
7 2014	*	*	*	45.3	50.0	≥5.0	36.9	43.5	19.6	7 2014	*	*	*	*	*	*	13.3	31.9	54.9
2013	*	*	*	15.3	67.2	17.5	27.4	49.3	23.3	2013	*	*	*	*	*	*	14.3	33.9	51.8
8 2014	*	*	*	53.1	39.2	7.7	41.3	32.8	25.9	8 2014	*	*	*	*	*	*	17.8	35.7	46.5
2013	*	*	*	36.0	41.1	22.8	33.0	36.4	30.6	2013	*	*	*	*	*	*	15.5	36.4	48.1
*A 2014	*	*	*	22.3	64.0	13.7	15.8	54.4	29.8	10 2014	*	*	*	*	*	*	22.2	34.3	43.5
2013	*	*	*	22.2	59.7	18.2	15.8	53.4	30.8	2013	*	*	*	*	*	*	23.8	31.0	45.2
5 2014	20.4	73.5	6.1	26.1	67.1	6.8	35.8	54.9	9.3	5 2014 *		*	*	*	*	*	19.6	42.5	37.9
2013	25.0	66.7	8.3	27.6	65.0	7.4	33.0	56.4	10.6	2013 *		*	*	*	*	*	22.7	44.2	33.1
8 2014	*	*	*	26.8	70.6	≥5.0	30.6	62.8	6.6	8 2014		*	*	*	*	*	19.8	41.0	39.2
2013	*	*	*	30.8	66.7	≥5.0	28.6	64.6	6.7	2013		*	*	*	*	*	22.3	40.4	37.3
*B 2014	*	*	*	20.5	71.3	8.2	15.4	61.7	22.9	10 2014	*	*	*	*	*	*	28.7	37.3	34.0
2013	*	*	*	21.3	67.4	11.2	17.4	60.7	21.9	2013	*	*	*	*	*	*	33.3	34.3	32.4

†College and Career Preparation (CCP) - 2012 ‡Data from 2013

Reading

Mathematics

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

STATE %

10.3 26.5 63.2 13.4 26.3 11.9 24.3

10.2 22.1

11.4 25.0

12.6 26.5

13.3 23.5

10.3 25.9 12.2 21.0 7.9 24.8

12.6 24.6 11.2 25.5

18.8 26.6 20.9 22.8 12.5 35.9 19.2 36.8

14.7 33.9 15.5 36.8

18.9 40.3

19.7 40.9 16.0 37.0 17.2 36.1

13.3 31.9 14.3 33.9

17.8 35.7 15.5 36.4 22.2 34.3

23.8 31.0 19.6 42.5

22.7 44.2

19.8 41.0 22.3 40.4 28.7 37.3

33.3 34.3 32.4

63.8

67.7

63.6

60.9

67.3 62.8

63.3

44.1

51.4

47.7

40.8

46.7 54.9

51.8

37.9

33.1 39.2

School Brogross						Attendance	Data %	Sch	ool	Co	ounty	St	ate
School Progress						Attenuance	Rate %	2014	2013	2014	2013	2014	2013
	Percent Pr				Graduation	Elementary		*	*	≥ 95.0	94.5	95.7	95.5
	Reading	Math	Reading			Middle		94.5	93.9	94.2	93.8	95.4	95.1
All Students	Not Met	na	Met	Met		High		*	*	92.9	91.6	92.7	92.5
American Indian or	*		*			Teacher Qua	lifications						
Alaska Native						% of certificat	es:						
Asian	na	na	na	na		Standard Pr	ofessional	35.7	37.9	41.5	40.3	27.2	28.4
Black or African	ock or African Not Met na Met Met					Advanced P	rofessional	58.6	49.1	50.9	65.5	65.1	
American	Not Met	IId	iviet	iviet		Resident Te	acher	0.0	0.0	0.0	0.0	0.7	0.8
ispanic/Latino of any	Met	na	na	na		Conditional	Teacher	0.0	0.0	0.6	0.0	1.0	0.9
race	iviet	IId	IId	IId		% of classes N	OT taught by high	nly qualified	d teach	ers:			
Native Hawaiian or	*		*		l	All Quartiles		3.4	0.0	5.0	2.3	7.6	6.2
Other Pacific Islander						Elementary	Low Poverty	*	*	*	*	3.0	2.4
White	Not Met		Met	Met			High Poverty	*	*	0.0	0.0	11.4	6.6
Two or more races	Not Met	na	na	na		Secondary L	ow Poverty	*	*	*	*	6.0	5.6
Free/Reduced Meals	Not Met	na	Met	Met		Secondary F	ligh Poverty	*	*	9.5	4.6	15.7	14.0
Special Education		na	Met	Met		Cohort Gradua	ation Rate						
Limited English	Not Met	110	Wice	IVICE		Class of 201	3 (4-Year Rate)		*		77.00		84.97
Proficient	Met	na	na	na			3 (5-Year Rate)	*		78.40	,,,,,,	87.48	0
	MSA	Profic	iency Le	vels		Basic %	Proficient %	Advance	d %			Alt-	MSA

2014 School Progress Index

Your school is in Strand 4 based on your 2013 SPI of 0.9371. 2014 Strands were not assigned due to the PARCC field test.

Proficiency Levels

Reading

Mathematics

Science

ake Alt-MSA. The Basic Level is below the goal set for all

GRADE SCHOOL% COUNTY % STATE % GRADE 3 2014 * * * 26.9 65.4 7.7 22.8 62.3 14.8 3 2014		SCHOO	DL%		COUNT	/ 0/
3 2014 * * * 26.9 65.4 7.7 22.8 62.3 14.8	*				COUNT	70
		*	*	*	*	*
2013 * * * 20.5 69.7 9.8 17.4 60.5 22.1	*	*	*	*	*	*
4 2014 * * * 14.5 66.8 18.7 13.7 55.5 30.8	*	*	*	*	*	*
2013 * * * 12.4 68.1 19.5 11.8 58.4 29.8	*	*	*	*	*	*
5 2014 * * * 8.7 48.1 43.3 11.0 34.5 54.4	*	*	*	*	*	*
2013 * * * 11.3 43.8 44.8 11.6 31.8 56.6	*	*	*	*	*	*
6 2014 22.1 49.2 28.7 22.1 49.2 28.7 16.8 39.5 43.7 6 2014	*	*	*	*	*	*
2013 15.6 47.6 36.8 15.5 47.9 36.6 15.9 40.6 43.5	*	*	*	*	*	*
7 2014 27.3 38.0 34.6 27.1 38.6 34.3 21.2 35.9 42.8 7 2014	*	*	*	*	*	*
2013 18.7 41.7 39.6 18.5 41.3 40.2 15.0 36.9 48.1	*	*	*	*	*	*
8 2014 * * * 26.9 46.6 26.4 23.1 36.6 40.3	*	*	*	*	*	*
2013 * * 24.2 46.5 29.3 19.0 34.9 46.1	*	*	*	*	*	*
*E 2014 * * 22.0 61.8 16.2 17.4 54.1 28.6	*	*	*	*	*	*
2013 * * * 25.4 60.5 14.1 17.0 55.3 27.8	*	*	*	*	*	*
3 2014 * * * 31.2 58.0 10.8 25.8 54.8 19.4	*	*	*	*	*	*
2013 * * * 12.7 61.6 25.7 17.8 53.3 28.9	*	*	*	*	*	*
4 2014 * * * 20.2 67.9 11.9 19.4 48.4 32.2 4 2014	*	*	*	*	*	*
2013 * * * 5.7 49.5 44.8 11.2 42.1 46.7	*	*	*	*	*	*
5 2014 * * * 22.1 69.2 8.7 27.2 52.9 19.9 5 2014	*	*	*	*	*	*
2013 * * * 15.8 67.5 16.7 19.1 55.5 25.3	*	*	*	*	*	*
6 2014 44.9 51.5 ≥5.0 44.9 51.5 ≥5.0 32.2 46.4 21.4 6 2014	*	*	*	*	*	*
2013 11.8 57.1 31.1 11.7 57.3 31.0 22.9 48.0 29.1 2013	*	*	*	*	*	*
7 2014 44.7 50.6 ≥5.0 45.3 50.0 ≥5.0 36.9 43.5 19.6 7 2014	*	*	*	*	*	*
2013 15.5 66.8 17.6 15.3 67.2 17.5 27.4 49.3 23.3 2013	*	*	*	*	*	*
8 2014 * * * 53.1 39.2 7.7 41.3 32.8 25.9	*	*	*	*	*	*
2013 * * * 36.0 41.1 22.8 33.0 36.4 30.6	*	*	*	*	*	*
*A 2014 * * * 22.3 64.0 13.7 15.8 54.4 29.8	*	*	*	*	*	*
2013 * * * 22.2 59.7 18.2 15.8 53.4 30.8	*	*	*	*	*	*
5 2014 * * * 26.1 67.1 6.8 35.8 54.9 9.3 5 2014	*	*	*	*	*	*
2013 * * * 27.6 65.0 7.4 33.0 56.4 10.6	*	*	*	*	*	*
8 2014 * * * 26.8 70.6 ≥5.0 30.6 62.8 6.6 8 2014	*	*	*	*	*	*
2013 * * * 30.8 66.7 ≥5.0 28.6 64.6 6.7 2013	*	*	*	*	*	*
*B 2014 * * * 20.5 71.3 8.2 15.4 61.7 22.9 10 2014	*	*	*	*	*	*
2013 * * * 21.3 67.4 11.2 17.4 60.7 21.9	*	*	*	*	*	*

†College and Career Preparation (CCP) - 2012

‡Data from 2013

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

10.3 26.5 63.2 13.4 26.3 60.3 11.9 24.3 63.8 10.2 22.1 67.7 11.4 25.0 63.6 12.6 26.5 60.9

wasiiiiig	JLOII	AC	auei	iiy a	IIIG F	ngn ə	CHOOL									0102
School Progress						Attendance	Rate %	Scho 2014	ool 2013	2014	ounty 2013	State 2014 2013		2014 Schoo	ol Progress Index (SF	기)
	Percent P Reading		Participat Reading		Graduation	Elementary Middle		* 94.2	* 93.5	≥ 95.0 94.2	94.5 93.8	95.7 95.4	95.5 95.1	SPI: 0.7943 Values 1.0000 ar	Strand: 5 and above met the target.	
All Students	Not Met	Not Met	Met	Met	Not Met	High		92.5	91.5	92.9	91.6	92.7	92.5	Middle		
American Indian or Alaska Native	*	*	*	*		Teacher Qua								Mathematic Reading	0.5120 0.5914 0.8587 0.8112	0.4029 0.7610
Asian	na	na	na	na	na	Standard Pr	ofessional	30.3	40.0	41.5	40.3	27.2	28.4	Science		01/010
Black or African American	Met	Not Met	Met	Met	Met	Advanced P Resident Te		60.6 0.0	57.1 0.0	49.1 0.0	50.9 0.0	65.5 0.7	0.8	High Algebra	Achievement Gap Red.	CCR
Hispanic/Latino of any race	Met	Met	na	na	na	Conditional % of classes N	Teacher OT taught by high	0.0 nly qualified	0.0 d teach	0.6 ers:	0.0	1.0	0.9	English	0.9510 0.4447	į
Native Hawaiian or Other Pacific Islander	*	*	*	*	na	All Quartiles		13.0	6.1	5.0 *	2.3	7.6 3.0	6.2 2.4	#Dropout	0.8949	
White	Not Met	Not Met	Met	Met	Not Met	Elementary	High Poverty	*	*	0.0	0.0	11.4	6.6	‡Graduation	0.8732	0.9305
Two or more races	Met	Not Met	na		na	Secondary L	ow Poverty	*	*	*	*	6.0	5.6	†CCP		0.9628
Free/Reduced Meals	Met	Not Met	Met	Met	Not Met	Secondary F	ligh Poverty	*	*	9.5	4.6	15.7	14.0			
Special Education	Met	Not Met	na	na	na	Cohort Gradua	ation Rate									
Limited English Proficient	na	na	na	na	na		3 (4-Year Rate) 3 (5-Year Rate)	80.00	78.63	78.40	77.00	87.48	84.97			
	MSA	A Profici	iency Le		Basic %	Proficient %	Advance	d %			Alt-	MSA I	Proficiency	Levels		
	Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. I set for all students.						ne Basic Level is below the goal				Approximately 1% of Mary students.				Basic Level is below the goal	set for all
GRADE	GRADE SCHOOL% COUNTY %				S ⁻	STATE %				GRADE		SCHOOL9		6 COI	COUNTY % STATE	

	IVIS	APIC	Jiiciei	icy Le	veis			- 0	u31C /0	Advanced 70	-
roximately 9 for all studen		laryland	students	take M	SA, 1% t	ake Alt-I	MSA. Th	e Basic L	evel is be	elow the goal Approximately 1% of Mar students.	yland
GRADE	S	CHOOL	_%	С	OUNTY	′ %	,	STATE	%	GRADE	
3 2014	*	*	*	26.9	65.4	7.7	22.8	62.3	14.8	3 2014	*
2013	*	*	*	20.5	69.7	9.8	17.4	60.5	22.1	2013	*
4 2014	*	*	*	14.5	66.8	18.7	13.7	55.5	30.8	4 2014	*
2013	*	*	*	12.4	68.1	19.5	11.8	58.4	29.8	2013	*
5 2014	*	*	*	8.7	48.1	43.3	11.0	34.5	54.4	5 2014	*
2013	*	*	*	11.3	43.8	44.8	11.6	31.8	56.6	2013	*
6 2014	*	*	*	22.1	49.2	28.7	16.8	39.5	43.7	6 2014	*
2013	*	*	*	15.5	47.9	36.6	15.9	40.6	43.5	2013	*
7 2014	*	*	*	27.1	38.6	34.3	21.2	35.9	42.8	7 2014	*
2013	*	*	*	18.5	41.3	40.2	15.0	36.9	48.1	2013	*
8 2014	26.2	52.3	21.5	26.9	46.6	26.4	23.1	36.6	40.3	8 2014	*
2013	26.6	46.0	27.4	24.2	46.5	29.3	19.0	34.9	46.1	2013	*
*E 2014	21.4	64.1	14.6	22.0	61.8	16.2	17.4	54.1	28.6	10 2014	*
2013	23.9	64.2	11.9	25.4	60.5	14.1	17.0	55.3	27.8	2013	*
3 2014	*	*	*	31.2	58.0	10.8	25.8	54.8	19.4	3 2014	*
2013	*	*	*	12.7	61.6	25.7	17.8	53.3	28.9	2013	*
4 2014	*	*	*	20.2	67.9	11.9	19.4	48.4	32.2	4 2014	*
2013	*	*	*	5.7	49.5	44.8	11.2	42.1	46.7	2013	*
5 2014	*	*	*	22.1	69.2	8.7	27.2	52.9	19.9	5 2014	*
2013	*	*	*	15.8	67.5	16.7	19.1	55.5	25.3	2013	*
6 2014	*	*	*	44.9	51.5	≥5.0	32.2	46.4	21.4	6 2014	*
2013	*	*	*	11.7	57.3	31.0	22.9	48.0	29.1	2013	*
7 2014	*	*	*	45.3	50.0	≥5.0	36.9	43.5	19.6	7 2014	*
2013	*	*	*	15.3	67.2	17.5	27.4	49.3	23.3	2013	*
8 2014	61.1	32.1	6.9	53.1	39.2	7.7	41.3	32.8	25.9	8 2014	*
2013	42.3	38.2	19.5	36.0	41.1	22.8	33.0	36.4	30.6	2013	*
*A 2014	23.3	63.1	13.6	22.3	64.0	13.7	15.8	54.4	29.8	10 2014	*
2013	19.1	63.6	17.3	22.2	59.7	18.2	15.8	53.4	30.8	2013	*
5 2014	*	*	*	26.1	67.1	6.8	35.8	54.9	9.3	5 2014	*
2013	*	*	*	27.6	65.0	7.4	33.0	56.4	10.6	2013	*
8 2014	27.9	69.8	≥5.0	26.8	70.6	≥5.0	30.6	62.8	6.6	8 2014	*
2013	31.5	65.3	≥5.0	30.8	66.7	≥5.0	28.6	64.6	6.7	2013	*
*B 2014	21.6	71.6	6.9	20.5	71.3	8.2	15.4	61.7	22.9	10 2014	*
2013	14.5	70.9	14.5	21.3	67.4	11.2	17.4	60.7	21.9	2013	*

6 2014	*	*	*	*	*	*	13.3	23.5	63.2	
2013	*	*	*	*	*	*	10.3	25.9	63.8	
7 2014	*	*	*	*	*	*	12.2	21.0	66.9	
2013	*	*	*	*	*	*	7.9	24.8	67.3	
8 2014	*	*	*	*	*	*	12.6	24.6	62.8	
2013	*	*	*	*	*	*	11.2	25.5	63.3	
10 2014	*	*	*	*	*	*	18.8	26.6	54.5	
2013	*	*	*	*	*	*	20.9	22.8	56.3	
3 2014	*	*	*	*	*	*	12.5	35.9	51.6	
2013	*	*	*	*	*	*	19.2	36.8	44.1	
4 2014	*	*	*	*	*	*	14.7	33.9	51.4	
2013	*	*	*	*	*	*	15.5	36.8	47.7	
5 2014	*	*	*	*	*	*	18.9	40.3	40.8	
2013	*	*	*	*	*	*	19.7	40.9	39.4	
6 2014	*	*	*	*	*	*	16.0	37.0	47.0	
2013	*	*	*	*	*	*	17.2	36.1	46.7	
7 2014	*	*	*	*	*	*	13.3	31.9	54.9	
2013	*	*	*	*	*	*	14.3	33.9	51.8	
8 2014	*	*	*	*	*	*	17.8	35.7	46.5	
2013	*	*	*	*	*	*	15.5	36.4	48.1	
10 2014	*	*	*	*	*	*	22.2	34.3	43.5	
2013	*	*	*	*	*	*	23.8	31.0	45.2	
5 2014	*	*	*	*	*	*	19.6	42.5	37.9	
2013	*	*	*	*	*	*	22.7	44.2	33.1	
8 2014	*	*	*	*	*	*	19.8	41.0	39.2	
2013	*	*	*	*	*	*	22.3	40.4	37.3	
10 2014	*	*	*	*	*	*	28.7	37.3	34.0	
2013	*	*	*	*	*	*	33.3	34.3	32.4	
paration (CCP) – 201	2									

†College and Career Prepa ‡Data from 2013

Reading

Mathematics

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology